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ABSTRACT

Arranged into six parts, the report presents a program overview describing the allocation of seed money, resources, training, and technical assistance to 10 postsecondary campuses in Idaho, Montana, Utah, and Wyoming to assist in the integration of women's studies into the curriculum. Following the program description (part 1), part 2 focuses on the purpose of the program, which was to discover the conditions necessary for a successful campus-based effort. Part 3 describes previous efforts in this region to integrate women's studies into the curriculum and presents demographic characteristics of the participating campuses. Part 4 identifies four categories of program goals: (1) to integrate the study of women into core or departmental curricula, (2) to conduct faculty development programs aimed at general course revision, (3) to build networks of faculty interested in research on women and in transformation of the traditional curriculum, and (4) to expand educational options for women students in nontraditional curricula. Part 5 describes short-term outcomes concerning faculty/administrator cooperation, network development, faculty awareness, resource development, policies affecting women students, visibility of women's studies, student awareness, and professional development. The final part concludes that support from the local administration, women's studies expertise, a core group of committed individuals, and an impetus for reform are essential to program success. (LH)

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FINAL REPORT

The Northern Rockies Program on Women in the Curriculum

Montana State University
Bozeman, Montana 59717

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Grant Number G008102311

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THE NORTHERN ROCKIES PROGRAM ON WOMEN IN THE CURRICULUM

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I. Program Overview

In the fall of 1981, Montana State University (MSU) received a two-year grant of $121,500 from the Fund for the Improvement of Postsecondary Education to establish the Northern Rockies Program on Women in the Curriculum. The Program provided seed money, resources, training and technical assistance to ten campuses in Idaho, Montana, Utah and Wyoming to assist them in developing projects to integrate women's studies into the curriculum. The Program, co-sponsored by the Northern Rockies Consortium for Higher Education (NORCHE), was based on a previous project to integrate women's studies into the curriculum carried out at MSU between 1979-81 with support from the Women's Educational Equity Act (WEEA) Program.

During the first year of the Program (1981-82), the staff administered a call for proposals for local projects and selected ten participating campuses. A resource notebook describing the original MSU WEEA project and containing women's studies resources was prepared and distributed to teams from the participating institutions at a four-day Institute on Women in the Curriculum held at MSU. During the second year (1982-83), grants of $2000 were disbursed to the local projects. The Program Director also made site visits and conducted two follow-up conferences for institutional representatives, one in October and one in May. The effectiveness of the individual project strategies was assessed and have been reported in a number of resources and publications (see section V).

The Northern Rockies Program on Women in the Curriculum is part of a growing national network of projects to integrate women's studies into the curriculum. The Program is being expanded through a grant to MSU from the Southwest Institute for Research on Women to administer the Northwest Office of the Western States Project on Women in the Curriculum, funded by the Ford Foundation.

II. Purpose

The Northern Rockies Program was designed to discover the conditions necessary for a successful campus-based effort to integrate women's studies into the curriculum. Most previous projects, including the original MSU WEEA project, were initiated with large external grants from federal or private sources. In an era of diminishing resources, the continuation of curriculum integration efforts both as a national movement and as a priority on individual campuses will depend on the ability of institutions to reallocate internal resources and share resources and expertise across institutions. The Program sought to involve academic administrators as well as faculty at all stages of activity to create the internal institutional networks necessary to success.

The Program also addressed a regional need to create more expertise and resources in women's studies and a network for interinstitutional exchange of existing women's studies resources.

III. Background

MSU was one of the first campuses to involve a large number of non-women's studies faculty in efforts to integrate women's studies into the curriculum. As part of the 1979-81 WEEA Project, forty faculty from the liberal arts and professional areas received stipends of $3000 each to conduct research on women and revise courses in regular departmental curricula. Significant change occurred not only in the targeted courses, but also in faculty behaviors and attitudes toward women's rights and roles. It remained to be discovered, however, whether such change could occur, and how long it would take, without the availability of large grants from external sources.

The service area for the Northern Rockies Program includes only 54 post-secondary institutions with a liberal arts curriculum and an enrollment of over 100 students. Only five of these have women's studies programs. The ten participating campuses (selected from 21 applicants) were all public, state-supported institutions and included the universities of Idaho, Montana, Wyoming, and Utah; two of the seven community colleges in the Wyoming state system, Central and Western; Lewis-Clark State College, Southern Idaho State College, Weber State College; and the Montana College of Mineral Science and Technology.

One significant characteristic of the participating campuses was the small number of women faculty: 6 of the 10 campuses had percentages below the national average of 25%. Positive conditions included active participation by seven campuses in NORCHE and college wide processes for curricular review and reform already underway at four campuses.

IV. Project Description

The financial assistance offered for institutional participation was relatively slim: a $2000 stipend for project activities and travel expenses to attend the two follow-up meetings. However, the Northern Rockies Program also made the experience and resources of the MSU WEEA Project available to participants and attempted to substitute external validity and expertise for significant external funding. Association with NORCHE was critical in this process: several chief academic officers active in the organization served on the Program Advisory Board and urged colleagues to support the projects that emerged on local campuses.

The participating campuses experimented with diverse approaches to transforming the traditional curriculum. Project goals fell into four categories: to integrate the study of women into core or departmental curricula (Lewis-Clark State College, Western Wyoming, University of Wyoming); to conduct faculty development programs aimed at general course revision (Central Wyoming and Southern Utah State); to build networks of faculty interested in research on women and in transforming the traditional curriculum (University of Idaho and University of Wyoming); and to expand educational options for women students in nontraditional curricula (Montana Tech; Weber State).

Most campuses began their projects with a major faculty development workshop or seminar with a well-known consultant in women's studies, either for the entire faculty (from which a core group of project participants was later selected) or for a previously designated group of faculty in targeted departments. Strategies for eliciting faculty participation included small stipends or merit points for participation, letters from deans or department heads urging participation, calls for proposals of application to the project, research assistance in locating discipline-specific materials for course revision, and opportunities for interdisciplinary work or team-teaching. Individual project reports are contained in the Sourcebook listed in V. below.

V. Outcomes and Impact

Local project directors reported short-term outcomes in a number of areas: (1) increased communication among faculty and administrators interested in women's studies and/or curricular innovation; (2) new networks for sharing information on campus, between nearby campuses, and at the regional level; (3) increased faculty (and in some cases student) awareness of both the nature and extent of bias in higher education and of resources in women's studies; (4) the acquisition, consolidation and improved access to campus resources in women's studies; (5) the revision of several courses in the main curriculum or the establishment of a process to review and revise courses; and (6) increased recognition of the importance of women's studies to undergraduate education.

The Northern Rockies Program produced three new resources for national dissemination: (1) a Sourcebook for Integrating the Study of Women into the Curriculum containing project descriptions and materials from the ten Northern Rockies projects as well as other major curriculum integration projects; (2) a List of Non-Published Materials for Developing Courses & Projects to Integrate the New Scholarship on Women into the Curriculum listing materials from major projects around the country; and (3) How to Integrate Women's Studies into the Curriculum by Betty Schmitz, to be published by the Feminist Press in 1984. The Sourcebook and List of Non-Published Materials are available from the College of Letters and Science, Montana State University, Bozeman, MT 59717.

VI. Conclusions

Analysis of local project results demonstrated that on campuses where, in addition to the $2000 stipend and resources provided by the Program, there existed support from the local administration, women's studies expertise, a core group of committed individuals, and an impetus for reform, a project could be successfully initiated to accomplish the following: (1) introduce the entire faculty or a core group to the concepts of women's studies and its importance for undergraduate education; (2) develop a core group of change agents; (3) begin the process of course revision in targeted areas; (4) document curricular needs in women's studies; (5) acquire new women's studies resources; and (6) assess resource needs for future faculty development.

Strong national and regional networks of projects to integrate women's studies into the curriculum have provided both legitimacy and resources to assist new projects in getting started. Despite these institutional advances, however, the major locus of change comes from the individual faculty as they read, assimilate, and use women's studies scholarship in their teaching. This kind of faculty development is a long term process.

THE NORTHERN ROCKIES PROGRAM ON WOMEN IN THE CURRICULUM

I. Program Overview

The Northern Rockies Program on Women in the Curriculum, housed at Montana State University (MSU), provided small grants to ten postsecondary institutions in Idaho, Montana, Wyoming, and Utah to initiate projects to integrate women's studies into the curriculum. Primary aims of the Program were (1) to replicate a faculty development project conducted at Montana State under a grant from the Women's Educational Equity Act (WEEA) Program, 1979-1981; (2) to disseminate the curricular resources developed under the WEEA grant to other campuses in the region; and (3) to identify through analysis of program outcomes the conditions necessary for a successful campus-based project to integrate women's studies into the curriculum. Program objectives also included further monitoring of the change process at Montana State and developing a sourcebook on integrating women's studies into the curriculum. The Program was co-sponsored by the Northern Rockies Consortium for Higher Education (NORCHE).

During the first year of the Program (1981-82), the staff, which consisted of a part-time program director (25%), a half-time program coordinator, and a half-time administrative assistant, administered a call for proposals for local campus projects and selected ten program participants and one alternate. A resource notebook describing the change process at Montana State and containing resources in women's studies and curriculum development was prepared and distributed to teams from the participating institutions at a four-day training institute held in Bozeman in April 1982. The staff also identified a pool of regional consultants to assist the

participating campuses in project implementation.

During the second year, the Program staff was reduced to the Project Director (20%) and a part-time administrative secretary to reflect a reduced level of program activity at MSU. The Program Director made site visits to the campuses; conducted a follow-up meeting for institutional representatives in conjunction with the annual Northwest Women's Studies Association meeting held in Missoula, Montana, in October 1982; and held a final evaluation conference for project representatives in Salt Lake City in May 1983. At this conference, the program evaluator conducted exit interviews with the project directors. (See agendas for Program activities in the Appendix.)

The Program resulted in the creation in its service area of ten new projects to integrate women's studies into the curriculum. It was also successful in establishing a network of institutions working on projects to integrate women's studies into the curriculum. This network includes both the institutions with projects funded by this grant and others which have developed projects with their own resources or with grants from other sources. Analysis of the activities and results of these projects yielded a set of baseline conditions or "critical success factors" necessary for initiating a project of this nature (see Section V). The Program also produced three new resources for national dissemination: (1) a Sourcebook for Integrating the Study of Women in the Curriculum (Bozeman, MT: Northwest Women's Studies Association, 1983); (2) a List of Non-published Materials for Developing Courses & Projects to Integrate the New Scholarship on Women into the Curriculum (Bozeman, MT: College of Letters and Science, Montana State University, 1983); and (3) How to Integrate Women's Studies into the Curriculum (The Feminist Press, forthcoming 1984).

This Program is part of a growing national movement to integrate women's studies into the curriculum. Prior to its establishment, no regional project or consortium existed in the Northwest comparable to those supported by the Wellesley College Center for Research on Women, the Southwest Institute for Research on Women (SIROW) or the Great Lakes College Consortium Women's Studies Program to foster interinstitutional exchange of ideas and resources in women's studies. The Program itself was given external validity through its ties with similar projects around the country and, in turn, provided credibility and legitimacy to the local campus projects. Clearly more was accomplished in a short period of time than would have been possible without the momentum of the national movement and the multi-level network of change efforts. The Northern Rockies Program is being continued and expanded through a grant to Montana State University from SIROW to administer the Northwest Regional Office of the Western States Project on Women in the Curriculum.[1]

II. Purpose

The Northern Rockies Program was itself a replication project designed to discover the conditions necessary for a successful campus-based effort to integrate women's studies into the curriculum. Most projects of this nature, including the original MSU project, were initiated with large external grants from federal or private sources. In an era of diminishing federal support for women's studies and shrinking institutional resources for innovation of any kind, the continuation of curriculum integration efforts both as a national movement and as a priority on individual campuses will depend on reallocation of internal resources and on the sharing of resources and expertise across institutions. The Program was hence designed

to discover how much institutional change is possible without large amounts of external funding and to identify the key elements of a successful project to integrate women's studies into the curriculum.

The Northern Rockies Program also responded to specific regional needs. In its four-state area of Idaho, Montana, Utah, and Wyoming, there are only five women's studies programs; only one, at the University of Utah, offers a baccalaureate degree in Women's Studies. The economic climate in several of the states did not appear conducive to fostering the development of major new women's studies programs. On several campuses where such efforts had been attempted earlier, battle lines over the issue were drawn, and courses in women's studies currently operate out of women's centers rather than academic departments. The paucity of women's studies faculty and the distance to the nearest large center of feminist research, the University of Washington, argued for the development of more expertise on individual campuses and especially for institutional exchange among neighboring schools. A regional program such as the Northern Rockies Program on Women in the Curriculum would lend visibility to existing programs and enable other campuses to gain ideas and resources for program development.

One central purpose of the Program was to create linkages within the region among women's studies scholars and faculty and administrators interested in curriculum reform. Administrative support for and understanding of the impact of women's studies and the importance of feminist scholarship for undergraduate education was judged critical to the success of campus-based efforts. Two regionally-based organizations were identified as important resources for change: the Northern Rockies Consortium for Higher Education (NORCHE) and the Northwest Women's Studies Association

(NWWSA). NORCHE was selected as the co-sponsor for the grant because of its smaller service area (the states of Idaho, Montana, Utah, and Wyoming); the involvement in the organization of many chief academic administrators (including the Vice President for Academic Affairs at Montana State University) active in innovative curricular reform efforts; and the availability of a network and resources for interinstitutional exchange of information on a regular basis.

The Program also sought to sustain change efforts at MSU through involvement of the original WEEA faculty participants as speakers at Program seminars and as consultants to the newly-funded curriculum integration projects. A seminar series, "Implications of Equity Research for Instructional Improvement," conducted by WEEA project faculty for their peers and colleagues was held at MSU during 1981-82.

III. Background

Montana State University, the state's land-grant institution enrolling approximately 11,000 students, has never had a women's studies program. MSU became, along with Wheaton College, the University of Arizona, and others, one of the first institutions nationally to involve a large number of non-women's studies faculty in efforts to revise the general curriculum through incorporation of feminist research into standard courses. Between 1979-81, forty faculty from the university's seven schools and colleges were selected in a competitive process to receive grants for course revision. Faculty participants represented twenty-five of the university's forty-two departments, including disciplines in the liberal arts and professional areas of arts and architecture, agriculture, business, engineering and nursing. Over the two year period of the grant, these faculty participants attended a

series of seminars in women's studies, conducted research on women and gender, and integrated this research into their courses. Resources to support these efforts included a yearly stipend of $1500 and research and clerical assistance from a small office staff.

Results from this project demonstrated that, with ample resources such as those provided by the WEEA grant, the teaching behaviors and research priorities of individual faculty can be significantly altered.[2] Twenty-two courses at Montana State University were substantially revised to include material on and by women and five new courses or seminars focusing on women were added to departmental offerings. Pre-post program analyses of participating faculty also indicated significant positive change in their attitudes about women's rights, roles and responsibilities. Many project faculty have published results of their research in traditional academic journals and given presentations at meetings of national and regional professional organizations. This faculty development model became the basis for change efforts at the regional level.

The number of postsecondary institutions in the region served by the Northern Rockies Program is not large. In the four-state area, fifty-four institutions with a liberal arts curriculum and at least one hundred students were identified as potential program participants and received application materials. Twenty-two schools, or 41% submitted applications to the Program, from which the ten participants and one alternate (North Idaho College) were selected.[3]

Program participants were all public, state-supported institutions and included the Universities of Idaho, Montana, Wyoming, and Utah; three state colleges (Lewis-Clark State College, Southern Utah State College, Weber

State College); two of the seven community colleges in the Wyoming system (Central and Western); and the Montana College of Mineral Science and Technology. Central Wyoming was the smallest participating institution, with an enrollment of approximately 550 students; the University of Utah, the largest, with 22,000 students. (Institutional background and demographic data for each institution is found in the final reports of the participating projects in the Appendix).

Three of the five institutions with women's studies programs were among those selected. The University of Utah program, initiated in 1974, offers a baccalaureate degree through the College of Social and Behavioral Sciences; the University of Wyoming a minor in Women's Studies established in 1982; and Weber State College a cluster of women's studies courses. Three of the institutions selected that do not have women's studies programs do have strong women's centers: the University of Idaho, the University of Montana, and Western Wyoming College. The University of Idaho project was written in collaboration with the Women's Studies Program at nearby Washington State University.

In their degree of awareness of feminist issues within the curriculum, campuses in the Northern Rockies Program fell into three categories: (1) those with very few women's resources and little awareness among the general faculty about feminist scholarship, women's equity issues, or women's studies; (2) campuses with developed women's studies programs that offer a degree or provide a cluster of courses for students; and (3) those in between, with limited resources, often in the form of a strong and visible women's center and some women's studies courses, but no formalized curriculum in women's studies and, in some cases, residual negative attitudes among faculty resulting from earlier efforts to establish a women's studies pro-

gram. None of the participating campuses had initiated a formal project to integrate women's studies into the curriculum.

One important factor that influenced project implementation was the number of women faculty on the participating campuses. The national average for full-time women faculty is now about 25%. Two of the state colleges and the two community colleges participating in the program matched or exceeded this figure: Lewis-Clark State College (39%), Western Wyoming College (35%), Central Wyoming College (30%), and Weber State College (25%). The four state universities were below the national average: Utah and Wyoming each at 20%, Montana at 17% and Idaho at 13%. Southern Utah State College has 21% and Montana Tech has 11% female faculty. The small numbers of women faculty, and particularly the small number of tenured women and women in administrative positions on these campuses, created problems in establishing networks of faculty to work on the project. Many women feared the visibility and negative reactions from colleagues that working on a women's studies effort would bring. These fears were partially offset in projects with strong administrative support and a core group of respected faculty as participants.

Seven of the participating campuses are active members of NORCHE and were already experimenting with other kinds of faculty development programs. Four of the institutions had college-wide processes for curricular review and reform that served as conduits for efforts to integrate women's studies into the curriculum.

IV. Program Description

The main aspects and activities of the Northern Rockies Program on Women in the Curriculum have been summarized in the project overview. This

section of the report will elaborate for both the Program and the participating campuses what approaches were taken and why and describe the major characteristics of program initiatives on the individual campuses. More detailed accounts of the individual project goals, activities, and outcomes are found in their reports in the Appendix.

To operate effectively on a small budget, the Northern Rockies Program built upon existing regional and institutional resources. NORCHE provided an established consortium of twenty-five member schools and offered a means of disseminating information about the new program through conferences and a newsletter as well as an established network of administrators and faculty working on faculty development and curricular reform.

In contrast to the relatively generous support available to each individual faculty member who participated in the original MSU WEEA Project (a total of $3000), the financial assistance offered for institutional participation in the Northern Rockies was slim: a $2,000 stipend to apply to project activities and travel expenses for institutional representation to attend two Program meetings. However, the Northern Rockies Program also made the experience and resources of the MSU WEEA Project available to participants and attempted to substitute external validity and expertise for significant external funding. Program participation included the opportunity to participate in a four-day Institute on Women in the Curriculum held at MSU in April 1982 (to which participants paid their own way as a sign of institutional commitment); a notebook of resources; access to a network of individuals working on similar projects; and technical assistance from the Program staff.

Support from NORCHE was critical in generating interest in the Program

among administrators. The Program Advisory Board included several chief academic officers active in NORCHE who contacted their colleagues throughout the region to urge support. As a result, three chief academic officers, four deans, and seven department heads served on institutional teams and attended the Program Institute. Members of the Northwest Women's Studies Association identified women's studies faculty and administrators to serve on institutional teams and as consultants to local projects.

Application materials accompanied by letter of introduction co-signed by the Program Director and a state representative from the Program Advisory Board were sent to the chief academic officer of each of the targeted institutions. In addition, brochures describing the project were mailed to over 1,200 faculty and administrators in the region. Proposal guidelines asked applicants to describe local need and availability of resources for integrating women's studies into the curriculum and to identify a team responsible for program implementation. These teams had to include an academic administrator with resources for faculty development to commit to the project and faculty with expertise in women's studies and faculty development. This approach was used to establish ties between existing institutional programs dedicated to curricular change and faculty interested in curriculum integration. (This application process was subsequently replicated by the Wheaton College project staff in planning their final dissemination conference, "Moving Toward a Balanced Curriculum," June 1983. They succeeded in attracting sixty institutional teams to attend without offering subsequent stipends, only small grants to offset travel expenses for institutions outside New England.)

The project goals of the participating campuses were determined in part by the Program application guidelines, which called for "a plan for

curricular change to improve the learning environment for women students." In response, project goals fell into four categories: to integrate the study of women into core or departmental curricula (Lewis-Clark State College, Western Wyoming, University of Wyoming); to expand educational options for women students (Montana Tech, Weber State); to conduct faculty development programs aimed at course revision (Central Wyoming, Southern Utah State, University of Utah); and to build networks of faculty to address multiple change goals (University of Idaho, University of Montana).

The Northern Rockies Program offered participating institutions $2000 in seed money for 1982-83. The total budgets for the projects as reported in their final reports (excluding released time or donated time of project leaders) averaged about $4800 and ranged up to, in one case, over $10,000. One factor that contributed to project leaders' ability to negotiate internal matching funds for projects was the legitimacy associated with NORCHE sponsorship of the Program. NORCHE Board members gave advance notice of the Program through the regional network and urged their colleagues to lend support to project proposals that emerged on their campuses. Project funds were used primarily in two ways: providing financial incentives for faculty participating in the program and conducting faculty development seminars on women's studies.

Strategies for eliciting faculty participation varied from campus to campus. Campuses with few existing resources in women's studies elected either to use project resources to build general faculty awareness and then solicit proposals for course revision from a core group of interested persons or to target specific departments and concentrate resources in one area that could become a model for change for the general faculty. Women's

studies consultants were brought in to give major presentations and work with faculty on plans for curricular reform. In most cases, faculty participation in these seminars was strongly urged by a dean or vice-president.

The University of Wyoming project, operating out of a strong women's studies program and with strong support from the Dean of Arts and Sciences, also elected to target a specific group of faculty: the general education committee and the departmental representatives who would oversee the development of departmental courses proposed to meet new requirements.

In targeting specific departments or areas of the curriculum, project leaders had to weigh certain factors. In some cases, those departments offering large core courses required of all students were selected because of the potential number of students who would be exposed to the new scholarship on women (see Western Wyoming College). In other cases, departments experiencing large enrollment increases of women students, particularly older, returning adults, were selected (see Lewis-Clark State College).

Some project leaders wanted to avoid the "high profile" approach associated with faculty seminars and inservice training until a new advocacy base for women's studies could be developed. This was the case both on campuses where women's studies was losing support and those where efforts to establish a women's studies program had been unsuccessful. Project leaders adopted short-term goals of developing networks among feminist faculty and building a larger base of support from which to launch curricular reform efforts. Informal persuasion and the one-on-one approach were used to solicit the participation of key individuals. The University of Utah mentoring project and the University of Idaho/Washington State University task force approach are examples of projects that provided opportunities for

development in women's studies to a core group of sympathetic faculty.

In their final reports, project directors rated what they perceived to be the three most effective non-financial incentives for faculty: intellectual stimulation; the opportunity to work with outside consultants; and the opportunity to improve classroom teaching. Also deemed important was the opportunity to work on an agenda that promised concrete, short-term results. At the University of Montana, for example, a new procedure that allows students to declare an interdisciplinary minor provided the impetus for a group of faculty to coalesce around the goals of expanding, coordinating, and publicizing women's studies offerings.

Strategies considered particularly effective in eliciting faculty participation included:

- Working with a broad-based, influential advisory board;
- Holding a special faculty inservice or seminar to discuss the new scholarship on women. (This was done in some cases for selected departments on a regularly-scheduled inservice day, for selected faculty in a retreat setting, or for the entire faculty within the context of addressing issues of current concern to the institution.);
- Using a call-for-proposals mode to choose participants in order to allow faculty to define their own approach to curricular reform in their discipline or in specific courses;
- Providing resources and technical assistance in the form of bibliographies, course revision models, library search services, assistance in course design;
- Providing the opportunity for interdisciplinary work or team-teaching;

- Providing small stipends for acquisition of books or travel to professional meetings;
- Awarding merit or salary points for project participation.

Perceived intellectual content and quality of the program was also critical in eliciting faculty participation. In publicizing faculty workshops, project leaders used language that invoked substantive issues in curricular reform, designed seminars around topics of intellectual interest to the faculty, and chose noted and respected speakers who could challenge the faculty with questions of substance.

Another major area of activity for both the host Program and the campus projects apart from faculty development was that of resource development. The resources produced by the Program staff were described in Section I. Most of the local campuses also invested a portion of their staff energy and financial resources in the development of resources in women's studies, particularly library holdings.

The Program accomplished most of what it set out to do with few changes other than a two-month no-cost extension to complete evaluation activities and resource development. Two areas where the Program did fall short were in establishing permanent ties with NORCHE and in monitoring further change in faculty at MSU. Changes in leadership in NORCHE, the organization's own survival problems, and lack of Program staff time to devote to attending NORCHE activities were factors in the breakdown of communications. (The organization does remain receptive to Program goals and a number of its leaders still serve on local project advisory boards.)

A seminar series to highlight the WEEA Project results held at MSU during the first year of the project was very poorly attended. Perhaps interest was temporarily saturated through the growing number of programs on

women's issues sponsored by other groups on campus. Many WEEA faculty expressed their impatience with further forms to fill out or formal interviews about program impact; this part of the evaluation component was hence abandoned.

In retrospect, the Program timeline, which scheduled a "final evaluation" conference and called for a detailed final report at the end of only one academic year of project activity at the local campuses was unrealistic. Traditional faculty hold many levels of resistance to feminist scholarship that must be overcome. They go through several stages of development in thinking about women and their early efforts at course revision may not represent the most current work being done in women's studies.[4] The body of "new scholarship on women" in any given field is considerable and takes time to be read and mastered. Program reporting requirements and deadlines may have been too stringent. Many project directors felt they were only at the beginning of a long term change process, while being asked to demonstrate concrete evidence of curricular change.

The fact that most of the projects achieved most of their goals was due to several factors: careful planning; good timing of change efforts to "piggy-back" on an existing institutional process; strong internal administrative support; support, resources and external validity of the host program; and, most of all, strong commitment and hard work on the part of feminist faculty and administrators. This kind of commitment, often unpaid and unrewarded, has built women's studies into a viable academic discipline with, in many cases, minimal institutional commitment.

V. Outcomes and Impact

The support network created through the energies of the Northern Rockies Program staff, NORCHE and NWWSA leaders, and the institutional teams enabled the local projects to accomplish more in a relatively short period of time than they might have through isolated efforts. Information on project outcomes and impact was collected through site visits by the Program Director; final reports and supporting materials submitted by the project directors in May 1983; presentations and discussion at the final evaluation conference; and formal exit interviews conducted with the project directors by an external evaluator.

It is too early to see long-range impact on faculty at the participating campuses. Short-term results, however, occurred in a number of areas:

Network Development -- Several of the campuses reported increased communication between different women's groups on campus; or between project leaders, faculty and administrators. New networks for sharing information and resources developed on campus, between nearby institutions, and among the project leaders from the ten campuses in the four-state region.

Faculty Awareness -- Most project leaders reported increased faculty awareness of the nature and extent of bias in higher education and of resources in women's studies available for course revision. Many faculty participants had already begun to do research in women's studies and to present papers on related topics at professional meetings.

Resource Development -- One important result directly related to project efforts on several campuses was the development of improved access to the new scholarship on women. These improvements included such things as increased library holdings in women's studies; the creation of a

computerized data base to access materials on women; and the establishment of a clearinghouse for model courses and materials.

Curriculum -- Most projects aimed at changes in specific courses or curricular review procedures were able, by the end of the first year of the project, to report either the development of new courses focusing on women, the revision of several courses in the main curriculum, or the establishment of a process to review courses for content on women.

Policies and Procedures Affecting the Educational Climate for Women Students -- Several project directors reported changes in policies and procedures, such as improved advising for women students; revision of affirmative action procedures; and allocation of internal resources for women's equity projects. In two cases, project directors related specific hires of female faculty to the influence of the project.

Visibility of Women's Studies -- Project activity on some campuses had the effect of increasing the visibility and legitimacy of women's studies and providing better contact between women's studies faculty and faculty colleagues and administrators. Examples include the approval of a women's studies course to fulfill general education requirements at the University of Wyoming and the coordination of offerings into an option for a self-declared minor at the University of Montana.

Student Awareness -- In projects that had components designed for students, and project leaders reported impact on student awareness of sex bias and knowledge of resources to combat it.

Professional Development -- In their exit interviews, several project directors mentioned their personal growth as administrators as one measure of project impact. They had had concrete experience with managing a small

budget, chairing committees, building coalitions, negotiating with other administrators and faculty, evaluating their peers, and overseeing a relatively complex change process.

At MSU, WEEA project faculty continue to review and revise courses; many have consulted on campuses in the region, published articles or given major presentations at regional and national meetings of integrating women's studies into the curriculum. In 1981, a tenure-track specialist in U.S. Women's History was hired due largely to the advocacy of a faculty member who participated in the WEEA project who wanted a colleague in his own department with whom to collaborate on research. Three new courses focusing on women have since been added to the departmental curriculum and two of these approved for general education credit. In Spring 1984, an Introduction to Women's Studies will be offered for the first time through the Sociology Department.

VI. Conclusions

The short term results reported by the participating projects, especially those related to resource and network development, combined with the ability of project leaders to "piggy-back" on existing programs or institutional priorities, bode well for the accomplishment of longer-term goals for institutional change. These results also indicate how much change can occur with limited resources. On those campuses where, in addition to the $2000 provided by the Program, there existed (1) support from the local administration, (2) women's studies expertise, (3) a core group of committed individuals, and (4) an impetus for reform (a program or process on which to "piggy-back"), a project could be launched to accomplish the following:

- to introduce the entire faculty or a core group to concepts of women's studies and its importance for undergraduate education;
- to develop a core group of people to work for future change;
- to begin the process of course revision in specific departments or areas of the curriculum;
- to document curricular needs in women's studies;
- to acquire resources in women's studies; and
- to assess future resource needs to build a program of more extensive faculty development.

Analysis of project initiatives on these campuses also provided insights into why change projects experience success and why they run into difficulty. In spite of careful planning, competent staff and adequate resources, some projects ran into unforeseen difficulties and failed to achieve some of their goals for reasons beyond the control of the project leaders. These include shifts in political power within the institution, low faculty morale, reorganizations of administrative units, loss of resources due to cutbacks, resignations of key staff members, and attacks from opposing groups that resulted in loss of administrative or faculty support. Other factors are controllable. Common mistakes included not establishing broad-based support for the project, not touching base with both interested groups and potential opponents of the project, changing project goals, or demonstrating ambivalence or lack of agreement on goals, and avoiding essential intellectual issues. The greatest problem for projects that ran into difficulty, however, appeared to be not knowing the power structure within the institution and not assessing the level of interest and knowledge of the faculty.

Success came from a combination of the necessary conditions mentioned above and political savvy on the part of the project team, clear definition of goals, good management, intellectual rigor, and dedication and hard work on the part of the project leaders.

Program experience demonstrated that replication does work. Campuses seeking to establish projects to integrate the study of women into the curriculum no longer have to start from scratch. Strong national and regional networks, consultants, and resources exist to assist projects in getting started. An increasing number of academic administrators are being exposed through national meetings to the rationales and results of projects to integrate women's studies into the curriculum and some are willing to commit internal resources. Project planners may have increased opportunity to compete for internal faculty development funds or for grants from state or regional agencies, especially if a curriculum integration effort can be tied to preestablished funding priorities.

Despite these institutional advances in legitimizing the movement toward integrating women's studies into the curriculum, the major impetus for change comes from individual faculty members as they read, digest, and use women's studies scholarship in their teaching. This process takes time. Projects eventually become institutionalized through the efforts of faculty who change their priorities and take advantage of existing time and resources for professional development at both the departmental and institutional level.

NOTES

[1]The Western States Project on Women in the Curriculum, co-directed by Myra Dinnerstein (University of Arizona) and Betty Schmitz (Montana State University) is funded by the Ford Foundation, 1983-85. The project is administering a small grant program to assist both established and new projects to integrate women's studies into the curriculum in a sixteen-state area.

[2]Results of the Montana State University Women's Educational Equity Act Project are reported in Betty Schmitz and Anne S. Williams, "Seeking Women's Equity Through Curriculum Reform: Faculty Perceptions of an Experimental Project," Journal of Higher Education, 54, 5 (September/October 1983): 556-565; Anne S. Williams and Betty Schmitz, "Seeking Women's Equity Through Curricular Reform: Impact on Faculty and Students Participants" (Unpublished paper, Bozeman, MT: Montana State University, 1982).

[3]North Idaho college would have received funding had one of the other projects not proved viable; institutional representatives from the college attended several project activities at their own expense.

[4]See Peggy McIntosh, "Interactive Phases of Curricular Re-Vision: A Feminist Perspective." Working Paper No. 124. Wellesley, MA: Wellesley College Center for Research on Women, 1983.

APPENDICES

A. PUBLICATIONS

THE NORTHERN ROCKIES PROGRAM ON WOMEN IN THE CURRICULUM

Publications

Schmitz, Betty. How to Integrate Women's Studies into the Curriculum. Old Westbury, NY: The Feminist Press, forthcoming 1984.

Schmitz, Betty. "Re-Educating Minds and Hearts." In Spanier, Bonnie B., and Alexander Bloom, eds. Toward a Balanced Curriculum. Cambridge, MA: Schenkman Publishing, 1984.

Schmitz, Betty, comp. List of Non-Published Materials for Developing Courses and Projects to Integrate the New Scholarship on Women into the Curriculum. Bozeman, MT: Montana State University, 1983. Cost: $3.00, prepaid, from Clearinghouse, College of Letters and Science, MSU, Bozeman, MT 59717.

Schmitz, Betty, comp. Sourcebook for Integrating the Study of Women into the Curriculum. Bozeman, MT: Northwest Women's Studies Association, 1983. Cost: $22.00, plus $1.50 for postage and handling, from Sourcebook, College of Letters and Science, MSU, Bozeman, MT 59717.

Schmitz, Betty, and Anne S. Williams. "Forming New Alliances for Women's Studies: The Northern Rockies Program on Women in the Curriculum." Women's Studies Quarterly, 11, 1 (Spring 1983): 19-22.

B. AGENDAS OF PROGRAM ACTIVITIES

INSTITUTE ON WOMEN IN THE CURRICULUM

City Center Motel
Bozeman, Montana
April 14-17, 1982

AGENDA

Wednesday, April 14

5:00 p.m. — Registration -- Bridger-Hyalite Rooms
Cash Bar in Upstairs Lounge

6:30 p.m. — Dinner on your own

7:30 p.m. — **Welcome and Introductions**
William J. Tietz, President, Montana State
Stuart E. Knapp, Vice President for Academic Affairs, Montana State
Betty Schmitz, Director, Project on Women in the Curriculum

Keynote Address: "Toward a Balanced Curriculum"
Joan Hoff Wilson, Executive Secretary, Organization of American Historians

Thursday, April 15

ISSUES IN CURRICULAR REFORM

8:15 a.m. — **"From Issue to Action" -- Overview of the Institute**
Betty Schmitz

8:30 a.m. — **Panel: Integrating Women's Studies into the Traditional Curriculum -- The Montana State Experience**

Chair: William H. Kelly, Dean, College of Letters and Science
Participants:
Betty Schmitz, College of Letters and Science
Lynda Sexson, Dept. of History & Philosophy
Walter Fleming, Native American Studies
Richard Roeder, Dept. of History & Philosophy

10:15 a.m. — Break

10:30 a.m. — **Concurrent Working Sessions: Integrating New Research on Women into the Curriculum in:** History, Language and Communication Arts, English and American Literature, the Natural Sciences, the Social Sciences, Engineering, Business and Mathematics

11:45 a.m. Lunch on your own

ISSUES IN INSTRUCTIONAL IMPROVEMENT

1:30 p.m. **Presentation: Curricular Reform and Improvement: Goals, Strategies, Outcomes**

Session Chair: Dean Drenk, Chair, MSU Thinking/ Learning Committee

Speaker: Jerry G. Gaff
Director, General Education Models
Association of American Colleges

3:00 p.m. **Concurrent Working Sessions:**

1. **General Education Models** --
Discussion with Jerry Gaff

2. **Assessing Curricular Materials for Sex Bias**
Betty Schmitz; Sue Barkley, MSU School of Nursing;
Nancy Tucker, Native American Studies, MSU

3. **Teaching Writing and Thinking Skills**
(Content focused on equity issues)
Jack Folsom and John Ramage, MSU, Dept. of English

4. **Overcoming Bias in Advising**
Marlene Folsom, Assistant Director, General Studies, MSU

5:00 p.m. Cash Bar in Upstairs Lounge
BANQUET
NORCHE Board of Directors Meeting

7:30 p.m.
215 Cheever Hall
MSU Campus

Panel: Women's History in the Northern Rockies-- Current Projects and Resources

Chairs: Paula Petrik and Richard Roeder, MSU Dept. of History and Philosophy
Participants:
Sue Armitage, Washington State University
Diane Sands, University of Montana
Jeanne Eder, Office of the Montana Commissioner of Higher Education

8:45 p.m.
215 Cheever Hall
MSU Campus

Late Show: "Heartland"

Friday, April 16

ISSUES IN FACULTY DEVELOPMENT

7:45 a.m. **Project Directors' Meeting**
Bacchus Pub in The Baxter Hotel, 105 W. Main

9:00 a.m. **Panel: Building a Program in a Conservative Environment**

Chair: John Kohl, Dean, MSU College of Education
Participants:
Shauna Adix, Director, Women's Center
University of Utah
J. Nicholls Eastmond, Jr., Director, Northern Rockies Consortium for Higher Education
Roberta Ferron, Coordinator, Native American Studies Program, Eastern Montana College

10:45 a.m. Break

11:00 a.m. **Concurrent Working Sessions: Strategies for Successful Project Management**

1. **Overcoming Barriers to Change: Students, Colleagues and Self**
Chair: Melody Zajdel, MSU Dept. of English
Participants:
Bill Neff, MSU Dept. of Film and TV
Kay Chafey, MSU School of Nursing
Ray Pratt, MSU Dept. of Political Science
Pat Coontz, Director, Women's Center, Eastern Washington University

2. **Strategies for Involving Faculty**
Shauna Adix, Director, Women's Center, University of Utah

3. **How to Develop an Effective Workshop**
Linda Shadiow, Coordinator, Project on Women in the Curriculum

12:30 p.m. Lunch on your own
Project Advisory Board Meeting -- Rocky Mountain Pasta Company, 105 W. Main

2:00 p.m. **Team Planning**

Participant-Generated Sessions (See bulletin board)

2:00 p.m., cont. **Individual Consultation and Technical Assistance**

1. Evaluation Strategies --
   Anne Williams, Evaluator, Project on Women in the Curriculum

2. Women and Mathematics --
   Patricia Murphy, Director, S.E.E. Institute, Rocky Mountain College

5:00 p.m. Cash Bar in Upstairs Lounge
Dinner on your own

Evening **Team Planning**

Resource Displays and Films - Bridger-Hyalite Rooms

Saturday, April 17

FROM ISSUE TO ACTION

8:00 a.m. Coffee and Doughnuts

8:30 a.m. **Reports from Teams**

9:30 a.m. **Panel: Resources for Change — People, Places, Materials and Networks**

Chair: Donald Spencer, Associate Dean of the Graduate School, University of Montana
Participants:
Corlann Bush, Assistant Dean of Students, University of Idaho
Joanne Kurfiss, Director of Instructional Development, Weber State College
Noreen Alldredge, Director of Libraries Montana State University
Karen Fenton, Director, Native American Graduate Fellowship Program, Montana State University

11:00 a.m. **Institute Evaluation**

Closing Remarks

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OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
PROJECT ON WOMEN IN THE CURRICULUM

MONTANA STATE UNIVERSITY, BOZEMAN 59717

PROJECT REPRESENTATIVES MEETING
Northwest Women's Studies Association Conference
Missoula, Montana
October 8 - 10, 1982

Guide to Special Project Sessions

Friday, October 8

1:30 - 3:00 p.m. Suggested Concurrent Sessions:

1) Women in the Business Curriculum
   Moderator: Maureen Ullrich
   Panelists: Mary Ellen Campbell
   Barbara Tremper
   Terry Beed
   (All are members of the faculty of Business Administration, University of Montana)

2) Women in the Math and Science Curriculum
   Doris Simonis, Education Department, University of Montana
   Ruth Afflack, Department of Mathematics, California State - Long Beach

3:30 - 5:00 p.m.

1) Teaching/Learning Styles - Questions and Implications for Women's Studies: Involvement in Teaching/Learning/Thinking Skills
   Mary Emery, University of Idaho
   John Bean, Montana State University
   Jack Folsom, Montana State University
   John Ramage, Montana State University

2) Integrating Content on Women and Gender intc Traditional Courses
   Moderator: BettySchmitz, Montana State University
   Panelists: Lynda Sexson, Religious Studies Montana State University
   Ruth Afflack, Mathematics California State - Long Beach
   Audie Blevins, Sociology University of Wyoming

TELEPHONE (406) 994-4292

Saturday, October 9

8:30 - 10:00 a.m. Integrating Women into the Traditional Curriculum: Overview of Projects
(Project representatives will present brief summaries of their curriculum reform efforts for others interested in beginning work in this area.)

1:30 - 4:30 p.m. Individual Consultation with Ruth Afflack

5:00 - 8:00 p.m. Dinner Meeting
Project on Women in the Curriculum
Moderator: Rita Flaningam, Department of Speech Communication, Montana State University

Sunday, October 10

8:30 - 10:00 a.m. Roundtable discussion, as needed

NORTHERN ROCKIES PROGRAM ON WOMEN IN THE CURRICULUM

Project Evaluation Meeting

The University of Utah
Salt Lake City
May 5 - 7, 1983

All sessions are in the Olpin Union Building

Thursday, May 5

9:30 AM - 6:00 PM	Exit Interviews Room 311
5:00 - 7:00 PM	Registration Foyer by Room 200
7:00 PM	Dinner Parlor A
8:00 PM	Room 200 - Alumni Lounge

Welcoming Remarks
Irwin Altman, Dean
College of Social and Behavioral Sciences

Introduction to the Meeting
Betty Schmitz, Director
Project on Women in the Curriculum
Montana State University

Keynote Address

"Toward a Nonsexist Education"

Florence Howe, Professor of American Studies
State University of New York/Old Westbury
President, The Feminist Press

Friday, May 6

8:30 AM - 5:30 PM — Exit Interviews
Room 311

8:30 - 10:00 AM — Concurrent Sessions on Project Implementation

A. "Getting Started: What We Did Right and What We Would Do Differently" Room 319

Presenters:

Diana Graff, Southern Utah State College
Mary Emery, Idaho State University

B. "Areas of Resistance and Strategies to Overcome Them." Room 312

Presenters:

Janice Harris, University of Wyoming
Patricia Corner, Central Wyoming College
Suzanne Weghorst, Montana Tech

10:15 - 11:30 AM — Session on Project Impact: What's Happening in the Integrated Classroom? Room 312

Chair: Myra Dinnerstein, University of Arizona

Presenters:

Carolyn McCracken, Southern Utah State College
Janice Pearce, Utah State University
Nancy Porter, Portland State University

11:45 AM - 1:30 PM — Luncheon
East Panorama Room

Welcoming Remarks:

Cedric Davern, Vice President for Academic Affairs
University of Utah

Norm Council, Dean
College of Humanities, University of Utah

11:45 AM - 1:30 PM Cont.

Report: The Current Status of Women's Programs

Presenters:

Margo Sorgman
Chair, Women's Studies Program
University of Utah

Betty Schmitz
Director, Project on Women in the Curriculum
Montana State University

Myra Dinnerstein
Chair, Women's Studies Program
University of Arizona

1:30 - 3:00 PM

"From Automomy to Integration: Women's Studies at the University of Utah" Room 323

Chair: Margo Sorgman

Presenters:

English:	Ann Parsons Richard Schramm
Liberal Education:	Patricia Albers Ed Epstein Bill Wright
Political Science:	Laureen Holland J.D. Williams
Sociology:	Joe Conaty Dair Gillespie

3:30 - 5:00 PM

"Integrating Women's Studies into the Land Grant Institution: From a Single, Student-Initiated Course to International Outreach--Ten Years of Progress at Utah State University" Room 323

Presenters:

Patricia Gardner
"The Process of Integrating Women's Studies into the Curriculum"

3:30 - 5:00 PM

Presenters, cont.

Janice Pearce
"Evaluating the Classroom Climate in Economics, Sociology and Psychology"

Pamela Riley
"International Outreach"

Alison Thorne
"Integrating International Women into the Curriculum"

Saturday, May 7

8:30 - 11:30 AM

Exit Interviews
Room 311

8:30 - 9:45 AM

Where To Next? Concurrent Sessions on Project Dissemination

A. Internal Strategies: Building Institutional Commitment to Women and the Study of Women
Room 319

Chair: Jodi Wetzel, University of Denver

B. External Strategies: Coalition Building and Resource Dissemination
Room 312

Chair: Shauna Adix, University of Utah

10:00 - 11:00 AM

Closing Session - Room 312

Chair: Betty Schmitz

C. REPORTS OF PARTICIPATING PROJECTS

NORTHERN ROCKIES PROGRAM ON WOMEN IN THE CURRICULUM

REPORTS OF PARTICIPATING PROJECTS

Contents

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CENTRAL WYOMING COLLEGE*

Integrating Women's Studies into the Central Wyoming Curriculum

Institutional Background

Central Wyoming College in Riverton is one of seven public two-year community colleges in the state system and serves an area of 30,000 square miles, including the Wind River Indian Reservation. Of the College's 522 students, sixty-two percent are women; thirteen of the forty-four faculty are women. About sixty percent of CWC students attend part-time; of these seventy-three percent are women.

In recent years, Central Wyoming College has undertaken specific program development activities aimed at instructional improvement. The College received a major grant from the National Telecommunication and Information Administration to construct a local telecommunications facility. The College has also been active in the Northern Rockies Consortium for Higher Education (NORCHE) and has committed internal funds for faculty development grants.

Central Wyoming College has no women's studies program; one women's studies course, Women in Literature, is offered on a regular basis through the English Department.

Project Inception and Definition

The lack of programs and courses for women at CWC, combined with the increased enrollment of women students, particularly part-time and older women students, argued for a program to support curriculum and faculty development in women's studies. The project planners identified two goals: (1) to raise the knowledge of the faculty about sex bias in the curriculum and about women's studies research and scholarship; and (2) to develop expertise in women's studies among a selected group of interested faculty who would revise standard courses or introduce new courses focusing on women into departmental curricula.

The project planning team included the Dean of Faculty and two faculty members in Political Science and Business. During 1981-82, these two faculty members began to restructure courses in their disciplines: Government of the United States and Wyoming, required for all students in

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*These project reports were edited by the staff of the Northern Rockies Program on Women in the Curriculum, with consulting assistance from Nancy Porter (Portland State University), from the final reports and supporting materials submitted by the project directors in May 1983.

degree programs, and Introduction to Business, taken by forty percent of all majors in the Business and Industry Division. The Dean of Faculty resigned from the College in Spring 1982 and was replaced on the team by a faculty member in English.

Plan of Action

A general workshop for all faculty on sex bias in the curriculum was held in September. The project team conducted the meeting in an informal fashion and presented information on bias in textbooks and how to counteract bias in the classroom. The two courses that had been revised the previous year were presented as examples of how to integrate material on women into standard courses. Participation in the workshop was voluntary, and most faculty attended and stayed throughout the day-long meeting.

The project team secured matching funds from the faculty development program to award merit points to faculty for project participation. The original plan was to call for a round of proposals for course development immediately following the inservice in September. However, a series of resignations and subsequent reorganization of duties among upper level administrators delayed implementation of the project.

A second faculty workshop was held in January 1983 on the topic of classroom interaction and differential treatment of female and male students. Shortly after this workshop, the call for proposals for course development was sent out. Five proposals were submitted and accepted: two from faculty in the Humanities; one from Counseling; one from Continuing Education and one from Horsemanship. These faculty, along with the project team, formed an ongoing study group to read material in feminist theory and women's studies and assist one another in developing courses to integrate the study of women into the curriculum. They met six times during the first year of the project.

Impact: Short Term

During 1982-83, project leaders worked with three different academic deans and two different presidents. Implementing the project in the midst of multiple changes in administration was not an easy task, and the project team had to revise expectations of what could be accomplished in terms of curricular reform. Two immediate outcomes were apparent, however: (1) the sensitization of the general faculty to issues affecting women students; and (2) the creation of a core group of faculty committed to educating themselves about the new scholarship on women in their disciplines and to integrating new material into their courses.

Another result was the emergence among the participating faculty of the desire to work toward more egalitarian institutional policies and procedures. This goal, and the development of a full range of courses on women in the College's curriculum, constitute the project team's long-term vision.

Future Activities

The major emphasis for future project activities will be in sustaining faculty interest in women's studies and supporting the creation of courses focusing on women. The project team will work to secure faculty development funds from internal as well as from external sources to support further development of women's studies at CWC.

Project Director

Patricia Corner
Division of Business, Industry, and
Human Services
Central Wyoming College
Riverton, WY 82501

UNIVERSITY OF IDAHO/WASHINGTON STATE UNIVERSITY

Women in the Curriculum: An Interinstitutional Program
for Curricular Reform and Faculty Development

Institutional Background

Two major land grant institutions with a combined student population of over 20,000 collaborated on this project. The University of Idaho, in Moscow, has a student body of about 7,000 students, thirty-seven percent female; thirteen percent of the 370 faculty are women. Washington State, eight miles away in Pullman, has 13,700 students; forty-five percent are women; fifteen percent of the 783 faculty are women.

Severe cuts in higher education budgets in both states in the past several years have resulted in program cutbacks and curtailments at both institutions; the development of new programs within the next several years is highly unlikely.

Washington State University has a Women's Studies Program that offers an eighteen-credit minor and sponsors twenty courses cross-listed in seven departments. There is also an Office for Women's Programs and an active Association of Women Students. No formal women's studies program currently exists at the University of Idaho, although there are a number of feminist faculty and several Women's Studies courses offered in academic departments.

Collaboration between women's programs at UI and WSU began in 1979, when the two universities planned and sponsored the annual Northwest Women's Studies Association (NWWSA) Meeting in Moscow. The NWWSA was co-directed between 1980-1982 by Sue Armitage, WSU Women's Studies Director, and Corky Bush, Assistant Dean of Student Advisory Services at UI. They also collaborated, along with Lewis-Clark State College, on an outreach program for rural women, funded by the Fund for the Improvement of Postsecondary Education, and a network to assist victims of domestic violence.

Project Inception and Definition

At WSU, in spite of the existence of a strong Women's Studies Program, there has been no effort to include women's studies scholarship in traditional courses. At UI, faculty have consistently resisted concerted attempts both to establish a women's studies course list or to set up a program to integrate material on women into the curriculum. There was hence a need at both institutions to create greater recognition among faculty of the potential impact of women's studies and to develop a larger advocacy base of feminist faculty from which future change efforts could be launched.

The Women in the Curriculum Project was designed to meet four specific needs related to human and material resource development: (1) to develop support networks for faculty doing women's studies research or teaching; (2) to stimulate curricular review and reform; (3) to encourage individual and collaborative efforts in research related to women and gender; and (4) to

develop resources for improving the quality of life for women students, faculty, and staff.

The project planning team consisted of the Women's Studies Director, and the Dean of Social Sciences and Humanities at WSU; and, at UI, the Director of the New Dimensions Project for Rural Women, the Assistant Dean of Student Advisory Services, the Director of the Women's Center, and the Associate Dean of the College of Letters and Science.

Plan of Action

The main objective of the project was to encourage faculty to include the thought and experience of women in the standard curriculum by providing a program of faculty-initiated faculty development. Interinstitutional, interdisciplinary task forces were formed to address issues related to women in specific discipline groups: humanities, social sciences; medical studies; science and technology; creative and performing arts; professional schools; and advising.

Participation in these task forces was voluntary and was solicited through both memos and personal invitation. Faculty were offered the opportunity to learn about women's studies resources in their disciplines; to plan faculty development activities for colleagues; and to work on important issues in curricular reform. Project leaders coordinated the meetings of the task forces and assisted them in designing and implementing faculty development activities. A graduate assistant in the WSU Women's Studies Program developed a computerized data base of bibliographic materials in Women's Studies for use by faculty.

During 1982-83, task forces planned a number of faculty development activities. The Science and Technology Task Force published a summary of "The Classroom Climate: A Chilly One for Women?" (Project on the Education and Status of Women, 1982) in the University of Idaho faculty newsletter and in the student newspaper and held a faculty workshop on classroom interaction. The Humanities Task Force secured funding from the Association for the Humanities in Idaho for a major conference on "Vision and Revision: Gender in the Humanities" held in Moscow in October 1983. This conference served as the lead-off for a speakers series to help UI faculty incorporate the study of women in their courses.

The Social Sciences Task Force sponsored a series of talks on both campuses by sociologist Barrie Thorne, and coordinated a workshop at the Idaho Sociological Association meeting on integrating women into the curriculum. The Advising Task Force developed an instrument to help advisees prepare for advising sessions, wrote and published a "Tips for Advisors" sheet to acquaint faculty with issues of bias in advising, and revised several college manuals to incorporate these new materials. These and other activities were supported by a monthly newsletter published on the UI campus and by the computerized Women's Studies Reference List developed at WSU.

Impact: Short Term

Immediate impact of the joint UI/WSU project is seen in a number of specific outcomes: several grant proposals, one funded by the Association for the Humanities in Idaho; the Women's Studies Reference List; the new advising resources for students and advising; and a new communication link, the UI newsletter.

As a result of these resources and the faculty development seminars, there has been a small but perceptible change in how women's studies research and activities are viewed on both campuses, such as greater faculty attendance at seminars and colloquia and more collaboration among faculty from different departments in research activities and grant application preparation. In addition, Women's Studies faculty and Women's Center staff have had, through the visibility afforded by the project, greater access to upper level university administrators than in the past.

The long range impact of the project on campus life may take several directions, including continued interest in women's studies colloquia and seminars, and an increase in the number of collaborative research and outreach projects. Although most of the original task forces have disbanded, the informal networks of faculty and staff will continue as viable sources of information, support and specific, concerted actions.

Future Activities

The project directors will continue to publish the monthly newsletter as a vehicle to share information and resources. Washington State University will hire a one-quarter time graduate assistant to develop Women's Studies colloquia; a work-study student will periodically update the Women's Studies Reference List. In addition, the project will continue to sponsor a monthly speaker's series bringing women's studies scholars to the two universities and will make resources and information available to faculty through other workshops, presentations, and informal contacts.

Project Directors

Corky Bush
Assistant Dean for
Student Advisory Services
Women's Center
University of Idaho
Moscow, ID 83843

Susan H. Armitage
Director
Women's Studies Program
Washington State University
Pullman, WA 99164

Project Coordinator

Mary Emery
Coordinator, New Dimensions Project
University of Idaho
Moscow, ID 83843

LEWIS-CLARK STATE COLLEGE

Integrating Content on Gender into the Management Technology Core

Institutional Background

Lewis-Clark State College is the smallest four-year institution in the Idaho state system with an enrollment of about 2000 students. The College is both an Area Vocational Technical School and a liberal arts college. The student population is fifty-seven percent female; twenty of the fifty-one full-time faculty are women.

Since 1978, Lewis-Clark has had an experiential learning program through which working adults can earn up to fifty-six credits for prior life experience. Competencies and experiences are documented in a portfolio and the credits earned through this process are applied toward a degree in Management Technology. The remaining credits toward this degree can be taken at a number of locations throughout Northern Idaho. Students participating in this program have accounted for significant enrollment increases at Lewis-Clark.

The College has no women's studies program or women's center. Programs and services for women students are furnished primarily through community groups and through regional projects carried out in cooperation with the University of Idaho.

Project Inception and Definition

Analysis of student participation in the Portfolio Degree Program in Management Technology showed that fifty-one percent of the students enrolled between 1978 and 1982 were women. Many of these students were already employed in supervisory positions, and the majority intended to pursue careers in management. Required courses in the Management Technology core, traditional in nature, included little or no information designed to meet the needs and experience of these students or acquaint them with the history of women in the workforce and issues for women in management.

A project planning team composed of the Academic Vice President, the Assistant to the Dean of Continuing Education, who supervises the Portfolio Program, and selected faculty prepared a proposal to integrate the study of women into the curriculum of the Management Technology core and submitted it to the Northern Rockies Program on Women in the Curriculum. The hiring of a new Department Head for the Business Division provided the opportunity for new direction in this division, and the project team hoped to direct activities within the Division toward faculty development in women's studies.

Plan of Action

The project had three components. The first activity was a faculty development seminar for the Business Division on integrating materials on women's issues into courses in management. Dr. Donna Stringer, Director of the Office for Women's Rights, City of Seattle, made a presentation to the faculty and provided materials and bibliographies for use in course revision. During her two-day consultancy on campus, Dr. Stringer also met with administrators, division heads, selected faculty members, and community women. She presented information on subjects related to both the status of women on campus and course and program development.

The Northern Rockies program director was present for these activities, and assisted in providing follow-up materials to division heads interested in curriculum reform. The question of classroom interaction was of particular interest to this group and the paper "The Classroom Climate: A Chilly One for Women?" (Project on the Status and Education of Women, 1982) was distributed to all division heads, departments, and administrators.

The second component of the project was the acquisition and provision of women's studies materials to selected faculty undertaking course revision. The project purchased "The Tale of O", a slide-tape presentation prepared by Rosabeth Moss Kanter and associates. This resource was used in several classes in the Management Technology core as an introduction to sexism and racism in communication patterns. The project also purchased Women's Studies Abstracts as an addition to the library collection in women's studies.

The final project activity was a conference for students on "Coping Skills for Women in the Workplace." Dr. Stringer returned to campus to deliver the opening address on "Issues for Women in Management." Other topics discusses included "Stress and Working Women," "Networking for Women," and "Participatory Management Models." Forty off-campus adult women students attended.

Impact: Short Term

The student conference was successful in initiating a support network for women who tend to remain isolated in the workplace. Dealing with topics similar to those being integrated into courses helped students relate their life experiences with course material and provided further impetus for faculty to integrate material on women into their courses.

The Business Division currently has no female faculty members. At the outset of the project, faculty expressed a general lack of knowledge about the new scholarship on women and issues of women pertinent to the courses they were teaching. Although no major course revisions occurred during the first year of the project, participating faculty became more knowledgeable about the issues, more aware of the scholarship, and some have begun to integrate a few new materials, such as the slide-tape show, into their courses.

Future Activities

The second phase of activity related to integrating content on women into the curriculum will expand efforts to other departments outside of the Business Division. One of the required all-faculty workshops in 1983-84 will be devoted to this topic and faculty development funds will be sought to provide faculty with resources for course revision.

Project Director

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MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY

Project on Women in the Engineering Curriculum

Institutional Background

Montana College of Mineral Science and Technology (Montana Tech) in Butte, established in 1893 as the Montana School of Mines, offers degree programs designed to prepare students for professional service in the principal fields of raw material production. The college is growing rapidly and currently has over 2,300 students, representing an enrollment increase of sixty-eight percent over the past four academic years.

Montana Tech has by tradition and by the nature of its curricula been a predominantly male-oriented institution. Over the past few years, however, the women student population has grown significantly. Female student enrollment is currently at 817 full-time and part-time students, an increase of ten percent between 1982 and 1983. However, women students still comprise only thirty-five percent of the total student body and only fifteen percent of the students enrolled in engineering curricula. Currently women represent eleven percent of the 106 full-time faculty.

There are currently no courses on women at Montana Tech.

Project Inception and Definition

Recognizing the need to increase the representation of women students in the engineering disciplines, the College incorporated specific activities in its five-year plan of action adopted in September of 1980, specifying a goal of 21.5 percent women students in engineering programs by 1985. Although considerable progress has been made in increasing the total number of female students at Montana Tech, the increase in percentage of female students in engineering has fallen behind scheduled projections.

In response to the Northern Rockies Program on Women's call for proposals, Montana Tech developed a Project on Women in the Engineering Curriculum, designed to address the following goals:

1. increase the enrollment of women students in the engineering disciplines;

2. improve and equalize advising and career counseling services for women engineering students; and

3. increase the awareness of the Engineering Division's faculty to barriers to women students within existing curricula.

The project team consisted of the Academic Vice-President, the Department Head of Engineering Science, a faculty member in Environmental Engineering (Project Director) and the Director of Cooperative Education and Intern Work Experiences.

Plan of Action

Many women may not choose the engineering disciplines because of preconceptions fostered at the high school level or because of being intimidated by basic engineering terminology and principles typically presented through traditionally male-oriented examples. Recognizing these factors, two core project activities were planned:

1. the development and implementation of a freshman course, Engineering Careers, to present women with an introduction to technological concepts applicable in engineering; and

2. the presentation of a lecture series and seminars by women engineers to bring role models from the professional world to Montana Tech's students and faculty.

The Engineering Careers course was a new course developed in summer 1982 and offered in the following fall semester. It was designed to introduce students to the subject areas and career choices in engineering and to illustrate introductory concepts in physics, computer science and mathematics used in engineering disciplines. In addition, a laboratory component introduced students to basic physical and mechanical principles in a hands-on manner. The course was coordinated by the Project Director and team-taught by faculty from each of the engineering departments. Through the participation of these departments, the lab sessions were conducted at a very low cost.

Thirteen students enrolled in the class (7 women and 6 men); three of the students were from local high schools, three were older women taking classes part-time (who later dropped the class); others included freshmen engineering students and non-engineering students. (The course was added to the class schedule late and did not enroll as many freshmen as anticipated.)

The Lecture Series with women engineers was offered once a month throughout the year beginning in November. Four of the five presentations were primarily non-technical, based on the engineer's experiences as a woman in an engineering discipline. Each lecture was advertised on campus through posters, memos to faculty/staff, the student and faculty newsletters, and letters to women engineering students. A women's service club on campus, the Spurs, assisted with the publicity, especially through word-of-mouth contacts with friends and classmates. A luncheon was held for most of the speakers to allow for an informal meeting with women students, faculty and staff.

With the February speaker, the project committee used an additional strategy to recruit women into engineering. An engineering graduate from Montana Tech, who was also teaching and involved with research on campus, volunteered to go to the Butte Junior High and High Schools to meet with the girls in the science classes and encourage them to consider careers using math and science. In the Spring, a conference on "Expanding Your Horizons in Math and Science" was held on the Montana Tech campus, co-sponsored by the project and the Sex Equality in Education (SEE) Institute of Rocky Mountain College (Billings). This conference brought women from the area to Tech to describe their math and science-related careers to seventh through twelfth grade girls.

Impact: Short Term

Students in the Engineering Careers course were given pre- and post-class surveys to assess their degree of satisfaction with the course and its impact on their career choice. Student comments from the post-class survey showed that the course had not encouraged students to change their majors. The lab did provide a mechanism to introduce basic engineering concepts in a non-threatening manner and was judged valuable as an elective for engineering freshmen. It will become a regular part of the Engineering Science curriculum. Future recruitment of women students into engineering, however, will be concentrated at the junior high school level.

The course did have a noticeable impact on the faculty who participated. They became more conscious of barriers to women in courses where they are in the minority and learned techniques for encouraging and supporting equal participation of all students in classroom activities.

The project also made more visible to the college administration issues affecting the status of women on campus. More women have been appointed to faculty governance committees, and the Academic Vice President purchased and distributed copies of "The Classroom Climate: A Chilly One for Women?" (Project on the Status and Education of Women, Association of American Colleges, 1982) to all instructional staff and student services personnel.

Future Activities

The Project on Women in the Engineering Curriculum expanded its focus during 1983 and is now called the "Access for Women to Non-Traditional Careers" (Access) Project. The Access project team, made up of women faculty and staff, has identified four major areas of activity for 1983-84:

1. outreach activities for girls and young women in the local community and their parents;

2. increased recruitment activities directed toward women in conjunction with the Admissions Office;

3. activities aimed at improving the general climate for women at Montana Tech, particularly for those in the engineering disciplines; and

4. activities to prepare women students for professional employment.

The Access Project will use internal funds to continue the activities under the Women in the Engineering Curriculum, such as the Lecture Series, and to expand the scope of project-related activities. The establishment of a special collection of women's resources in the college library is also planned.

Project Director

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THE UNIVERSITY OF MONTANA

Women in the Curriculum Project

Institutional Background

The University of Montana in Missoula is a state-supported, four-year liberal arts institution with professional schools in Fine Arts, Law, Education, Forestry, Business, and Pharmacy, and several graduate programs. The current student population of 9100 is forty-seven percent female; of the 477 full time faculty, seventeen percent are women.

During the 1974-75 academic year, several women faculty and students developed a proposal to establish a women's studies concentration within the Liberal Arts degree program. The proposal was supported by the faculty senate, but was not funded and thus was never implemented. However, some of the women-centered courses proposed at that time are now offered: there are currently thirteen courses with a focus on women and fifteen additional courses that have been significantly modified to include women's issues. In addition, the Women's Resource Center independently developed a series of introductory and topical courses in women's studies taught by adjunct faculty.

Inception and Definition of Project

The call for proposals from the Northern Rockies Program on Women in the Curriculum provided the impetus for a core group of interested faculty and administrators to explore ways of increasing the impact of women's studies on the general curriculum and improving the status of women on campus. The two major needs identified by the planning committee were: (1) to coordinate and render more visible existing resources, including women faculty, women's organizations, women-related and women-focused courses, and library holdings; and (2) to integrate the study of women and gender into existing courses.

The project committee planned a group of activities to accomplish these goals: a survey of liberal arts departments to assess the degree to which faculty included material on women in their courses (accomplished in May 1982); a series of faculty development workshops on the new scholarship on women; a brochure of women-focused courses; the development and coordination of resources in Women's Studies; and a public lecture series, "Women's Forum," for women faculty to present research related to women in their disciplines.

The planning committee consisted of the Associate Dean of Arts and Sciences (Project Director), and faculty members from English, Social Work, Science Education, Business, and Library Sciences.

Plan of Action

As an official beginning for the project, an informal get-together was held at the project director's home for all interested women faculty and administrators. At this gathering, small committees were formed to oversee specific aspects of the project.

Two faculty workshops were held in the fall, one centered on the topic of women in science and one on bias in academic advising. At the former, Dr. Jan Raat of the Eindhoven Technical University of the Netherlands, provided an international perspective on the topic of women in science; in the latter, faculty reviewed materials on avoiding bias in advising and discussed ways of expanding the aspirations of women students.

In October, the Project Committee co-sponsored the Northwest Women's Studies Association Regional Conference held on the University of Montana campus, and conducted panels on integrating women's studies into the humanities, social sciences and sciences. Another major faculty development meeting was held the following April, attended by forty faculty and administrators. The agenda included discussion of past and planned research on women at the University; presentation of an analysis of the status of women on campus; and a review of courses, textbooks, curriculum, and community resources in Women's Studies.

In addition to these core project activities for selected groups of faculty, the Project Committee also: (1) sponsored a Women's History Week exhibit in March; (2) co-sponsored a variety of presentations and films; (3) distributed a library resource on feminist periodicals to a targeted group of faculty; (4) supported two summer research projects for course revision; (5) and conducted a second survey of courses related to women. The year's activities ended with a combined meeting and social gathering for women faculty, administrators and staff to assess the progress made in women's equity during the year and plan future activities.

Throughout the academic year, members of the Project Committee worked to establish a process for diploma recognition for a program of study in Women's Studies through an upper division degree in Liberal Arts. In conjunction with the Women's Resource Center and an ad-hoc Women's Studies Committee, the Project Committee submitted a request to the University Planning Council for a part-time position to coordinate Women's Studies offerings and teach an introductory Women's Studies course through the Humanities Division.

The Committee also secured in a competitive process a special library allocation of $4,400 for purchase of books and other library materials to improve the Women's Studies collection. Through this grant it was possible to reward faculty who participated in the project by allowing them the opportunity to order new books in women's studies in their disciplines.

Impact: Short Term

The short-term impact of the project was seen in four areas: the development and revision of courses; planning for the establishment of a degree emphasis on women within Liberal Arts; the development and

coordination of women's studies resources on campus and in the community; and networking of women faculty, staff and administrators.

Course revisions to incorporate the study of women and gender occurred in several targeted areas of the curriculum, including a three-quarter Introduction to Humanities sequence, the science education course for majors in secondary education; and selected courses in foreign language, anthropology, social work, and sociology.

Faculty development workshops and seminars resulted in the formation of several permanent committees or groups, including a standing Women's Studies Committee established in cooperation with the Women's Resource Center; a library resources committee; and an informal group of women administrators who meet monthly at a no-host dinner to exchange information and ideas.

Within the Liberal Arts option, it is now possible on an individualized basis to fulfill upper division degree requirements with courses that focus on women and gender.

Faculty in various disciplines have also encouraged senior Honors Scholars to do research on women. Four Honors Projects focusing on women were funded in 1983. (Each Senior Scholar received a stipend of $1,200 and $250 for books and travel).

Future Activities

A brochure on women's studies courses and resources at the University of Montana was distributed to all faculty, appropriate administrators and staff, and students during the Fall 1983 registration period. The brochure will be updated with inserts annually.

The Women's Studies Committee will continue to coordinate activities to expand the impact of women's studies on the traditional curriculum. Committee goals include continued planning for a Women's Studies Program; articulating a strong, cooperative relationship with the Women's Resource Center; encouraging faculty and student research on women and gender; supporting faculty development activities; and working to improve the status of women on campus.

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SOUTHERN UTAH STATE COLLEGE

Curriculum Equity Project

Institutional Background

Southern Utah State College is an open-admissions institution that serves a rural population: half of the College's 2400 students are from five southwestern Utah counties. The student body is currently forty-eight percent women. Twenty-one percent of the College's 121 faculty are women. The College is located in the small, predominantly Mormon community of Cedar City.

The College has no women's studies program. A Women's Resource Committee, founded in 1972, has regularly sponsored workshops, speakers, and films related to women's issues. Since 1975 the Committee has sponsored a two-credit academic Women's Issues course each term. Topics have included: Women in Law; Women in the Arts; Women in Literature; Women in Utah History; and Many Sisters: A Cross-Cultural Perspective.

In 1981, the College received a three-year federal grant under Title III of the Higher Education Act of 1969 to review and reform the college curriculum. Under this program, thirty-two faculty receive one quarter academic leaves to review and revise three courses in their departments. Other factors contributing to an atmosphere conducive to change include new administrative leadership and a fourteen percent growth in enrollment between 1981 and 1983. The new administration is charged with strengthening the liberal arts program and doubling the current college enrollment. The college is active in the Northern Rockies Consortium for Higher Education (NORCHE).

Inception and Definition of Project

These changes in administration and mission, along with the opportunity for faculty development provided through the Title III grants program, provided the impetus for initiating a program on women in the curriculum. The campus representative from NORCHE, in consultation with the Assistant Vice President for Academic Affairs and women active in local and regional women's groups, chose a three-member planning team and a broadly-based advisory committee, composed primarily of tenured faculty and department heads, to assist the project team. The original team was composed of the president of the Faculty Senate; the Library Director who is also on the Women's Resource Committee; and the administrator of the Special Services Program. The latter two team members report directly to the Assistant Vice President, who supervises the Title III Grant Program. The NORCHE representative later replaced the Special Services Director on the project team.

The primary goals of the project were (1) to raise the awareness of the general faculty, and more specifically those receiving academic leaves for course revision, to the need for the incorporation of the study of women and

minorities into the curriculum and (2) to provide resources and technical assistance to faculty who indicated an interest in revising courses to include women and minorities. The main vehicle for accomplishing these goals was a two-day faculty workshop in September 1982.

Plan of Action

In February 1982, to gauge the level of awareness and support of nontraditional roles for women, the project team administered the Short Form of the Spence and Helmreich Attitude Towards Women Scale to the entire SUSC faculty. The administration of this attitude survey, along with the selection and convening of the project advisory board, proved to be controversial, provided immediate visibility for the project on campus, and served as a major first step in heightening the awareness of faculty to issues of educational equity. To air concerns raised by these activities, an issue of the faculty newsletter, Of Common Concern, was devoted to the topic of gender-balancing the curriculum.

The planning and implementation of the Fall faculty workshop "Academic Excellence through Curriculum Reform"* was delegated by the Faculty Development Task Force to the project team. Additional funding for the workshop was secured from the Multi-Cultural Center, the Women's Resource Committee, the Utah Association of Academic Professionals and the Northern Rockies Consortium for Higher Education. This was the first full faculty workshop in five years, and the Academic Vice President required that all faculty and deans attend. An invitation to participate was also extended to the faculty of nearby Dixie College.

Six outside speakers were invited to address topics related to general education reform and integrating Women's Studies into the liberal arts. Because faculty attendance at the workshop was required, the program was designed to provide for a variety of interests and a certain degree of choice. All faculty heard the three keynote speakers two of whom addressed women's issues in the curriculum. The presentation that sparked the most debate among faculty was that of Lynda Sexson of the Religious Studies Department of Montana State University, who argued the necessity of iconoclasm, breaking the images of the patriarchy, and not merely adding information on women to a biased body of knowledge.

Participants selected from concurrent sessions in the afternoon and on the second day. Each of these sessions was chaired by a member of the Faculty Development Task Force. Faculty were also able to schedule sessions with the outside consultants to get help in revising standard courses or developing new offerings.

At the onset of the workshop, each faculty member received a specially-prepared packet of materials and resources related to integrating the study of women into courses in their disciplines. The final workshop session was devoted to reviewing practical information about the goals and anticipated outcomes of the faculty leave program.

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* See agenda for this workshop in Sourcebook section on "Resources for Faculty Development."

In addition to this workshop, two formal meetings were held during the 1982-83 academic year for faculty on Title III leave to acquaint them with additional women's studies materials.

Impact: Short Term

Project activities were successful in raising the awareness of the general faculty to both the need and resources for incorporating the study of women into the curriculum. The Workshop provided a forum for the discussion of issues and a mechanism by which those faculty interested in reform could identify colleagues with whom to work and resources to assist them in research and curriculum development. Ninety-three percent of the faculty who completed evaluations of the Workshop expressed their overall satisfaction with the event.

Other changes related to the project's presence on campus have occurred. The President reaffirmed the institution's commitment to Affirmative Action and re-activated and expanded the role of the Affirmative Action Committee. Several courses have been substantially revised to incorporate the study of women, and a male member of the Business Department developed and taught a Women in Management course for the Women's Resource Committee. In the future, this course will be taught as a regular offering of the Business Department.

Future Activities

The project team and advisory board will continue to work with faculty who receive Title III leaves for course review and reform. Formal seminars on integrating the study of women and minorities into the curriculum are planned, and a collection of women's studies materials in the library is being augmented to assist faculty in research and curriculum development.

Project Director

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THE UNIVERSITY OF UTAH

Women's Studies Mentoring Project

Institutional Background

The University of Utah, located in Salt Lake City, is one of the largest universities in the Northern Rockies region, enrolling 20,600 undergraduate and 3,700 graduate students. Forty percent of the undergraduate student population is female; twenty percent of the 1381 faculty are women.

The Women's Studies Program at the University was formalized in 1977 through a grant from the National Endowment for the Humanities. In 1979, the program was adopted by the College of Social and Behavioral Science and began offering both a minor and a major concentration. The current Women's Studies curriculum is organized as a special interdisciplinary program with a core of nineteen courses; about fifty courses are cross-listed each year between departments and Women's Studies.

The University also houses a Women's Resource Center, which sponsors a number of courses and conferences each year, and the regional office of Higher Educational Resource Services (HERS/West), which sponsors training seminars and offers technical assistance to women in higher education administration.

Project Inception and Definition

The call for proposals from the Northern Rockies Program on Women in the Curriculum coincided with expansion of the goals of the Women's Studies Program. While affirming its major functions to design and sustain courses that focus on women and to coordinate a curriculum for a major and a minor in Women's Studies, the Women's Studies Committee recognized the need to integrate the study of women and gender into a wide range of courses and to create a network of faculty involved in feminist research.

The original project proposal called for activities to integrate the study of women and gender into the University's Liberal Education Program. When this did not prove feasible, the project coordinating committee adopted a proposal by which committee members would mentor willing colleagues in their respective disciplines. The aims of the mentoring project were: 1) to inform selected colleagues about issues of gender and the curriculum, 2) to guide these colleagues as they reconceptualized their courses to include women, 3) to direct colleagues to appropriate resources, and 4) to establish a bond that would support the actual implementation of the redesigned courses. The mentoring strategy was adopted to create a core group of faculty who could serve as conduits for integrating women's studies into the general curriculum.

The project was directed by the Chairperson of Women's Studies, and the Women's Studies Committee served as the project advisory board.

Plan of Action

During 1982-83, four Women's Studies faculty in the departments of anthropology, English, political science, and sociology volunteered to work with five colleagues to revise departmental courses. The Women's Studies mentors approached colleagues whom they considered predisposed to the study of gender. Both the women's studies faculty member and the mentored colleague received small stipends and money for curriculum development.

The project faculty selected courses for revision either because of subject matter or because of the large numbers of students enrolled. These courses included Political Science 110 (American National Government), a department and university requirement offered twenty times per year and serving 1500-2000 students; Liberal Education 319 (Development in the Third World: Latin America), a course that fulfills requirements of the Liberal Education Program; English 271 (Critical Introduction to Literature), required of all English majors and a prerequisite to more advanced courses; and Sociology 331 (Social Change), taught twice per year at the undergraduate level and recommended for a specialization in social organization.

A meeting of the Northern Rockies Program on Women in the Curriculum held in Salt Lake City in May 1983 provided the occasion for the mentoring project teams to report on the results of their collaboration. A panel composed of the four departmental teams was scheduled and opened to the University of Utah faculty. Approximately forty faculty attended. The mentored faculty and the Women's Studies mentors described their experiences in reevaluating course content, restructuring courses, and collaborating on the project.

Impact: Short Term

The project had the effect of broadening the base of support for Women's Studies and developing a new network of faculty doing research on women. In addition, the study of women and gender is now incorporated to some extent into two required courses at the undergraduate level: Liberal Education 319 (Development in the Third World: Latin America); and English 271 (Critical Introduction to Literature). Political Science 110 (American National Government) was revised to include a case study approach and to use women as examples when illuminating a concept, a principle, or a method of study. All three courses are to be taught for the first time in 1983-84.

A model for faculty mentoring was tested and refined to include criteria for the selection of faculty to be mentored, procedures for course revision and selection of materials, and guidelines for collaboration and team teaching.

Increased understanding among faculty as to the importance of teaching women's issues and perspectives may also have been a factor in the recent approval of two courses focusing on women for the Liberal Education Program.

Future Activities

The Women's Studies Committee, enlarged from eight to thirty-five faculty, has submitted a proposal to an internal curriculum and research grant program to develop and implement study courses on integration for faculty in English and political science. In addition, an allotment for faculty development is being proposed for the Women's Studies budget to institutionalize the mentoring system.

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WEBER STATE COLLEGE

Expanding Options for Women Students

Institutional Background

Weber State College is a four-year state-supported institution with an undergraduate enrollment of 10,000 students and a small Master of Education program. The student body is forty-three percent female; women constitute one-fourth of the full-time faculty.

At Weber State, support for faculty development is expressed in a generous budget for the Office of Instructional Development, which administers a fund for faculty projects aimed at instructional improvement and curriculum development. This fund, along with matching funds from the Office of Grants and Contracts, provided additional monies to the equity project, eventually tripling the resources available to carry out the project.

For several years a small group of faculty has worked toward development of a Women's Studies Program. At present, a proposal exists for a concentration assembled from several existing courses. There is also a strong Women's Educational Resource Center which contributes significantly to the awareness of women's issues at the college and in the community.

Project Inception and Definition

Women at Weber State College still elect to major in the "traditional" majors such as nursing and teaching. Thirty-seven percent of the women who graduated in 1981 majored in Allied Health and nineteen percent in Education; only 1.7 percent majored in Natural Sciences. Concern about the underrepresentation of women in science and mathematics prompted a group of faculty and administrators to respond to the Northern Rockies Program on Women in the Curriculum with a project plan designed to increase the participation of women in science. The project had four objectives:

(1) To train faculty in selected departments to recognize sex bias in curricular materials and to develop new or revised materials free of bias;

(2) To develop an advising system that encourages women to explore interests and talents in nontraditional fields;

(3) To design and implement Science and Math Anxiety Clinics for students and instruct Science and Math faculty on how to help students who experience anxiety; and

(4) To pilot test and seek funding for a speakers program to bring women working in nontraditional jobs into public school classrooms.

The project team consisted of a faculty member in Zoology (Project Director), the department head of Secondary Education, and the department head of Distributive Technology.

Plan of Action

To build support for the project, a broadly-based advisory board was named that included the Deans of Education, Natural Sciences, and Student Affairs; the Assistant Vice President for Academic Support; Directors of the Women's Educational Resource Center, the Graduate Program in Education, Ethnic Studies and the Office of Instructional Development; selected faculty members; a student from the School of Education; the Director of the Mountain West Sex and Race Desegregation Assistance Center in Ogden; members of the local school board, school superintendents, and community members. The board provided important community visibility (including media coverage locally), identification of resource people who could assist with the project activities, and suggestions of ways to implement project goals.

The recruitment of faculty to participate in project activities was an important consideration in project planning. The project team felt that there were many people who needed to be reached but that the best use of time and energy would be to serve those faculty members who were already concerned about the issues addressed by the project by increasing their knowledge and skills. Several activities were aimed at a general audience; all were announced to the entire faculty but no incentives other than self-edification were offered for participation.

A particular opportunity for faculty development presented itself in the School of Education, where a review of the Teacher Education program was underway. The Dean of the School was approached and lent his support to the project by encouraging faculty to attend a seminar on Sex Bias in Instructional Materials. An application for matching funds was submitted to and funded by the Office of Instructional Development.

The Education workshop, conducted in May 1982 by the staff of the Sex and Race Desegregation Assistance Center, provided the faculty with an overview of the nature and extent of bias in instructional materials and methods for alleviating it. Suggestions were made for revising "WILKITS" --(Weber Individualized Learning Kits used for self-paced instruction) -- to eliminate bias and incorporate material on the experience and contributions of women in the field of education.

The project team worked with the staffs of the Women's Educational Resource Center, the Counseling and Academic Advisement Center, and the Sex and Race Desegregation Assistance Center to design and implement faculty workshops on improving advising skills. Topics included advising nontraditional students, listening skills, and learning anxiety.

Project matching funds from the Office of Grants and Contracts provided the opportunity to invite Drs. Jeffry Mallow and Sharon Greenburg from Loyola University, Chicago, to conduct a faculty workshop on Science Anxiety and advise faculty on how to set up a Science Anxiety Clinic. Thirty-five faculty from the sciences, mathematics and the counseling center attended; several local public school teachers also attended. The result of the workshop was the establishment of Science Anxiety Clinics in the Counseling Center, run jointly by a counselor and a faculty member from one of the scientific disciplines.

Several project activities were directed toward the public schools. The Utah Math/Science Network was contacted and efforts to design and implement a

Speaker's Program at WSC were merged with their efforts to provide an expanded list of potential speakers. Several of the faculty members at Weber State also participated in the Math/Science Network Conference "Expanding Your Horizons," held in February of 1983. A further program for public schools was the presentation of awards at the Regional High School Science Fair to six "Young Women Scientists of the Year" for their projects. An award recipient was chosen for each of the six grades represented at the fair.

Other project activities included a presentation to the faculty by the Director of the Sex and Race Desegregation Assistance Center on gender bias in advertising; a faculty seminar entitled "A Woman's Place is in the Curriculum"; a workshop for students in the School of Education on science anxiety and its effects on school children; and a faculty workshop on classroom gender bias.

Impact: Short Term

The impact of the project on the faculty varies tremendously depending on the individual faculty member's level of participation in project activities. Many who participated regularly have made course revisions designed to eliminate gender bias. The attendance at the workshops and seminars was generally in the range of 8 to 12, with the exception of the School of Education workshops on gender bias and science anxiety (about 25 participants) and the Mallow/Greenburg Science Anxiety workshop (about 35 participants).

The students involved in the Science Anxiety Clinics experienced significant reductions in anxiety and increased skill in identifying their anxiety and developing necessary coping behaviors. Students selected to receive the Young Woman Scientist of the Year Award indicated that they were encouraged and honored by it.

Future Activities

Additional funding is available from the Instructional Development grant to support future workshops on curricular bias in the Schools of Technology and Natural Sciences. The Science Anxiety Clinics are currently being revised and will become part of a larger program of the Counseling/Academic Advisement Center to address learning anxiety in a number of areas. The Mallow/Greenburg videotape is being edited and made available to the other schools who participated in the project as a resource. Cooperation with the Utah Math/Science Network also resulted in the planned expansion of the "Expanding Your Horizons" Conference to include participants from more northern areas of the Wasatch Front. Another workshop for public school cooperating teachers is planned for the coming year to address the problem of science anxiety and its effects on school children. And, the Young Woman Scientist of the Year awards will continue to be offered at the regional high school science fairs.

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WESTERN WYOMING COLLEGE

Desexing the Core: Curriculum Changes in Required Introductory Courses

Institutional Background

Western Wyoming College in Rock Springs is one of seven public two-year community colleges in the state system; it provides both liberal arts transfer programs and a comprehensive range of vocational courses. Western Wyoming College serves a predominantly older, commuting student population: the median age of the 1264 students is twenty-eight; seventy percent of these commute. Approximately sixty percent of the students are women; over two-thirds of whom attend on a part-time basis. Fourteen of the forty faculty are women.

The college has implemented a number of services for these older, re-entry women students. There is a Women's Center that provides support groups, assertiveness training, counseling, and specialized study assistance. Courses on women offered through regular academic departments include Women in Literature, Women in History, and Sex Role Stereotyping, and an Introduction to Women's Studies.

Inception and Definition of Project

The review of general education requirements at the University of Wyoming and the concomitant articulation of new requirements for in-state transfer students provided the impetus for curriculum changes in selected departments at WWC. For the first time in 1983, students were required to take mathematics as well as English in order to transfer and placement tests for transfers were instituted in both disciplines. These new requirements, along with the fact that beginning classes in both subjects are composed of a large number of older, returning women students, argued for a review and revision of these required, introductory courses.

The WWC project was conceived as a faculty development project with two principal goals. First, the project would make the mathematics and science faculty aware of the nature and extent of math anxiety among students, especially women students and assist these faculty in introducing new methods and techniques into their classes. Second, the project would assist English Department faculty to integrate material on women into the required, introductory courses and thus help students, both male and female, to understand women's changing status in the world, as well as their past and present contributions. The two targeted English courses, required for the Associate of Arts degree, were Fundamentals of Composition and Basic Literary Types.

The project planning team consisted of the Dean of Academic Affairs; the Chairperson of the Humanities and Fine Arts Division, who has taught both required English Courses and developed the Women in Literature Course; the Director of the Women's Center; a faculty member in mathematics who supervises the Independent Study Laboratory; and a faculty member from English who serves on the departmental curriculum committee.

Plan of Action

The major strategy used to attract faculty was to provide special inservice activities for each of the two departments -- Mathematics and English -- with outside consultants on the regular two-day faculty inservice held each Fall. Faculty were sent materials about the topics for these special sessions ahead of time, along with a letter from the Dean urging their attendance. The prospect of discussing both substantive and practical teaching issues in their own disciplines with an outside "expert" was particularly appealing to faculty participants. At both the Math and Science and the English sessions, the large majority of faculty attended throughout the two days.

Sheila Tobias of the University of Arizona conducted the session for the mathematics and science faculty. She provided an overview of the problem of math anxiety and its rootedness in elitist practices of teaching mathematics and science; conducted a demonstration with a group of "math anxious" staff; presented a series of techniques for helping students who are "math avoiders" and "math/science under-enrollers"; and discussed with faculty how they could implement specific changes in their teaching techniques. She also met with a group of campus and community women in an effort to assist with networking activities.

Jack Folsom of the Montana State University English Department conducted a two-day workshop for English faculty on "Dealing in the Curriculum with Issues of Sexism." The first day's activities centered around assessing both our own and our student's knowledge about sexism and attitudes toward conventional roles. The group worked on structuring writing assignments dealing with sexism and sex roles in transition. During the second day, Professor Folsom treated issues of the literary canon and integrating literature by and about women into standard, required courses. The faculty spent the afternoon working on collaborative learning techniques for both writing and literature classes and restructuring syllabi to incorporate materials and ideas from the seminar.

Impact: Short Term

The project team reports changes both in teaching techniques and attitudes among faculty as a result of the two seminars. The majority of the English faculty have incorporated new material on women in their courses and adopted collaborative learning techniques that help break down the authoritarian structure of the classroom. Faculty who have adopted these techniques report that their students are "learning to work with other students of different backgrounds, races, sex and ages in a collective effort to improve their writing." Moreover, WWC English faculty devoted each of their faculty meetings in 1983 to discussion of such topics as nonsexist teaching methods and strategies, choosing nonsexist textbooks and using nonsexist language in the classroom.

The mathematics and science faculty appear more sensitive to the needs of "math anxious" individuals and have cooperated more readily in guiding them toward alternative learning situations.

Future Activities

The project team did not report on follow-up activities.

Project Director

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THE UNIVERSITY OF WYOMING

Women's Studies and General Education: Combining Forces

Institutional Background

The University of Wyoming is the only four-year institution of higher education in the state. It enrolls some 10,000 students; 8,000 of these are undergraduates, 45 percent female. Twenty percent of the 767 faculty are women. Seventy-five percent of the students come from Wyoming, including transfers from the state's seven community colleges.

In recent years, the University of Wyoming has had both the resources and the impetus to expand research and improve curriculum. In 1981 the faculty of the College of Arts and Sciences approved a proposal to revise the core curriculum. A General Education Committee was appointed to work with departments to implement innovative requirements in liberal education, to review proposed courses, and to coordinate community college courses with the university curriculum.

The University approved an official Women's Studies Program in 1981 and a women's studies minor in 1982. From the outset, the mission of the Women's Studies Program, as stated in the charge from the Dean of Arts and Sciences, has been both to develop a curriculum of courses in women's studies and to design approaches to the incorporation into existing courses of women's issues and perspectives as embodied in women's studies research.

In 1981-82, the year prior to the project, the General Education Committee had sponsored a series of speakers on general education, and three of these, John Bonner of Princeton, Kenneth R. R. Gros-Louis of Indiana, and Carolyn Lougee of Stanford, had addressed the need to integrate women's studies into the curriculum. At the same time, the Women's Studies Committee had sponsored a series of speakers on research on women by women, including Kitty Sklar, Carolyn Nagy Jacklin, and Arlie Hochschild.

Inception and Definition of Project

The Wyoming project proposal to the Northern Rockies Program on Women in the Curriculum emerged as a joint proposal from the Women's Studies Committee and members of the General Education Committee to raise consciousness among a select group of faculty -- the General Education Committee and the departmental representatives who advise on the development of courses for the general education program -- about the new scholarship on women and its relevance to liberal education. (On reconsideration, the planning committee would now make portions of the program open to all interested persons.) The premise underlying the project was that the general education requirements being formulated should include clear support for the inclusion of women and minorities in the curriculum.

The objectives of the project planning team were to challenge assumptions about "objective" or gender-free disciplines; to encourage the

General Education Committee to scrutinize courses proposed for general education with an eye to including women's perspectives; and to interest faculty in proposing courses for general education that significantly include women.

Certain factors favored a project of this nature at this time: a strong, supportive dean; sympathetic administrators of college-wide programs; an atmosphere within the College of Arts and Sciences conducive to major curricular review and innovation; close and cooperative relationships between members of the General Education Committee and the Women's Studies Committee; and the joint appointment of one member to both committees.

The project planning team included an administrative assistant to the Dean of Arts and Sciences; two faculty from the Women's Studies Committee; and two members of the General Education Committee, one of whom is also on the Women's Studies Committee.

Plan of Action

The project's main activity was a two-day seminar to provide the General Education Committee and general education representatives from Arts and Sciences departments with research and perspectives on women. Since the major goal of the project was to raise the consciousness among a select group of faculty -- not to develop specific course proposals -- the strategies used to recruit participants included: (1) a direct letter from the Dean to the General Education representatives of the twenty-seven Arts and Sciences departments requesting their presence or that of a substitute at the seminar; (2) two prominent speakers, one in the field of biology, one in literature; (3) an intellectually challenging series of events in which the focus was on general and conceptual issues; and (4) the scheduling of the seminar early in the fall semester before faculty became over-committed.

Science was chosen as the theme of the two-day seminar because, in the words of the project leaders: "Science is an area hardest to discern bias: people view it as objective."

The seminar began with a dinner for around sixty -- faculty and spouses -- on campus. Professor Ruth Hubbard of Harvard University gave the keynote address focusing on social and sexual bias in scientific research. The seminar moved the next day to the University of Wyoming recreational camp, in a mountain setting. Professor John Wideman, author in residence in the University of Wyoming English department, discussed redrawing the map of American Literature to include "minority" voices, imagining a "New World Literature." Following this, two concurrent workshops were held, one addressed to women and minorities in the social science curriculum, and the other to women and minorities in Western civilization survey courses. Professor Hubbard concluded the day by returning to the issues of biased agendas in scientific research.

Impact: Short Term

Although a number of factors influence the General Education Committee's decision to return a proposed course for revisions, the project team reports that one factor that has been visible in several cases was the

absence of material on women. Eleven courses including the study of women in a significant manner have been approved. Two of these are Women's Studies courses. Other Women's Studies courses are being prepared for submission.

Further measurable results are the naming of faculty with strong women's studies credentials as consultants on specific course proposals and the designing of a new Honors Program with a commitment to the inclusion of women in its readings and topics. Furthermore, the seminar itself gave the participants a common intellectual experience and resulted in the cooperation of people from different departments working together on course development. With respect to the General Education Committee, the project generated an atmosphere of support for issues, and the Committee now has a history of considering the inclusion of women and minorities as one criterion of academic legitimacy.

Future Activities

The project team has planned several ways to further their goals, such as keeping the issues visible with major speakers sponsored by both Women's Studies and General Education (in 1983-84 the Women's Studies speakers theme will be "The Woman Student"); continued informal discussions between members of the General Education and Women's Studies Committee; continued implementation of an Honors Program that is inclusive and has General Education credit; special attention to the fostering of women's talent in mathematics; and continued attention to the make-up of the General Education Committee.

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